

## Speech and Language Screening

### Authorization

***Code of Virginia, Section 22.1-214, Board to Prepare Special Education Program for Children with Disabilities.***

Excerpt:

*The Board of Education shall prepare and supervise the implementation by each school of a program of special education designed to educate and train children with disabilities between the ages defined in § 22.2-213 and may prepare and place in operation such program for individuals of other ages...The program shall require (i) that the hearing of each disabled child be tested prior to placement in a special education program and (ii) that a complete audiological assessment, including tests which will assess inner and middle ear functioning, be performed on each child who is hearing impaired or who fails the test required in clause(i).*

**Regulations. Virginia Department of Education (Effective January 2001).  
*Regulations Governing Special Education Programs for Children with Disabilities in Virginia.* Richmond, Va.: Author.**

Excerpt: Child find. (8 VAC 20-80-50).

*Screening.*

*1. The screening process for all children enrolled in a local school division in Virginia, including transfers from out of state, is as follows:*

*a. All children (through grade three), within 60 business days of initial enrollment in a public school, shall be screened in speech, voice, and language to determine if a referral for an evaluation for special education and related services is indicated.*

*d. The screening may take place up to 60 business days prior to the start of school. The local school division may recognize screenings reported as part of the child's pre-school physical examination required under the Code of Virginia if completed within the above prescribed time line.*

COV ' 22.1-270

*e. Specific measures or instruments will be employed which use:*

*(1) Both observational and performance techniques; and*

*(2) Techniques that guarantee nondiscrimination.*

*f. Children who fail any of the above screenings may be rescreened after 60 business days if the original results are not considered valid.*

*g. Children shall be referred to the special education administrator or designee no more than five business days after screening or rescreening if results suggest that a referral for evaluation for special education and related services is indicated. The referral shall include the screening results.*

**COV ' 22.1-273; 34 CRF 300.125 (3)**

*2. Each local school division shall establish and maintain screening procedures to assure the identification of children with suspected disabilities residing within its jurisdiction and requiring special education. The local school division shall provide all applicable procedural safeguards. These include the following:*

*a. Written notice to parents of the scheduled screening and, if the child fails the screening, the results of the screening;*

*b. Confidentiality; and*

*c. Maintenance of the student's scholastic record*

## **Overview**

The purpose of speech, language, and voice screening is to identify students who may have a speech-language impairment and may be eligible for special education and related services. If a student fails the screening, a decision should be made as to whether a disability is suspected. If so, the child is referred to the director of special education or designee for an evaluation. If no disability is suspected, parents are informed.

## **Recommendation**

**Personnel and Procedure.** A school division may determine who is responsible for the speech-language screenings. Recommended practice indicates that the screening be done by a speech-language pathologist or under a speech-language pathologist's supervision or direction. If the division designates someone other than the speech pathologist to implement speech-language screening, in-service training by the speech-language pathologist should be provided to ensure that valid and reliable screenings will be

completed. When using personnel other than speech-language pathologists to conduct the screening, it is recommended that such personnel only “pass” students who meet the screening criteria. Students who do not meet the criteria should be screened by a speech-language pathologist who would make the final determination whether they passed or failed.

**Screening Instruments.** Numerous commercially produced screening instruments are available. Sample informal screening tools are included on the following pages. Regardless of the instruments used, local norms should be established to determine the validity of the screening instrument for that population of students. Please contact the speech-language pathologist or pathologists serving the division for further information on screening instruments.

### **Referral and Follow-Up Process.**

**Recording Recommendation.** A record of the speech and language screenings of each student can be kept by recording the results on the following form:

- ◆ Cumulative Health Record (Form LF.009).

**Copy of Form.** See Appendix D for a copy of the following form:

- ◆ Cumulative Health Record (Form LF.009).

### **Sample Forms.**

The sample speech-language screening forms noted below are provided on the following pages.

- ◆ Speech-Language Kindergarten Screening.
- ◆ Speech-Language Screening: Grades 1 – 3.
- ◆ Teacher Screening Checklist

[SAMPLE]  
**SPEECH-LANGUAGE KINDERGARTEN SCREENING**

Date: \_\_\_\_\_

NAME: \_\_\_\_\_ TEACHER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

PERSON CONDUCTING SCREENING: \_\_\_\_\_

I. **ARTICULATION:** Say the following words asking the student to imitate them. Write exactly what the student says.

MOM _____	DAD _____	VALUES _____	ZOOS _____
POP _____	TOOT _____	LITTLE _____	SIS _____
WON _____	GAG _____	JUDGE _____	RARE _____
BIB _____	COKE _____	SHUSH _____	THIRTEEN _____
NINE _____	FIFE _____	CHURCH _____	SPRING _____

INTELLIGIBILITY: \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

II. **LANGUAGE**

A. **Body Parts** (Criterion: 5/6)

Show me your: Head \_\_\_\_ Arm \_\_\_\_ Knee \_\_\_\_ Hand \_\_\_\_ Shoulder \_\_\_\_ Neck \_\_\_\_

B. **Opposites** (Criterion: 2/3)

Brother is a boy, sister is a \_\_\_\_\_. A turtle is slow, a rabbit is \_\_\_\_\_.

The sun shine shines during the day, the moon shines at \_\_\_\_\_.

C. **Distinguishes Prepositions** (Criterion 3/4)

Put the block: on the chair \_\_\_\_ in front of the chair \_\_\_\_ beside the chair \_\_\_\_

D. **Verbal Expression and Reasoning** (Criterion 3/3)

What do you do when you are tired? \_\_\_\_\_

What do you do when you are hungry? \_\_\_\_\_

What do you do when you are cold? \_\_\_\_\_

E. **Function** (Criterion 4/5)

What do you do with: a cup \_\_\_\_\_ scissors \_\_\_\_\_ a brush \_\_\_\_\_

a shovel \_\_\_\_\_ a pencil \_\_\_\_\_

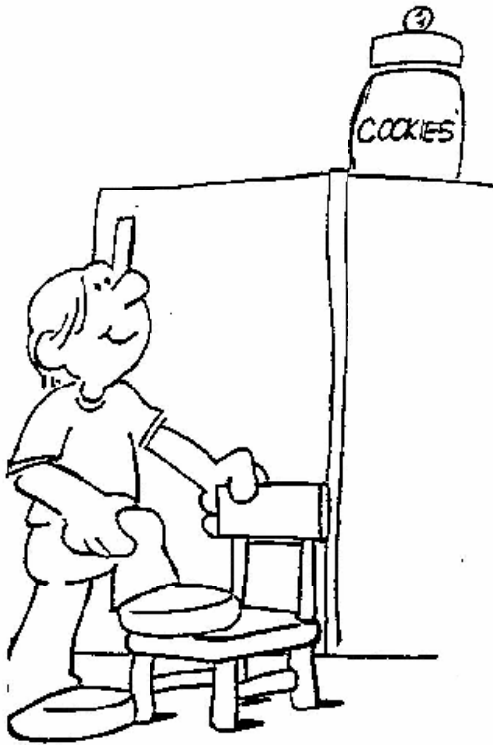
III. **VOICE, STUTTERING**

☐ Voice Quality --- Comments: \_\_\_\_\_

☐ Stuttering --- Comments: \_\_\_\_\_

RETURN THIS SCREENING FORM TO: \_\_\_\_\_

## GRADES 1-2



Do you see the cookies right here? (Point to the cookies.) Well, this boy did, too. So he got a chair and put it next to the refrigerator. Then he climbed on the chair, watching those cookies all the time. OOPS! The chair turned over and the boy started to fall.

[SAMPLE]

**SPEECH-LANGUAGE SCREENING**

Grades 1-3

NAME \_\_\_\_\_ AGE \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_  
SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_ EXAMINER \_\_\_\_\_

ARTICULATION

Ask the child to repeat the following sentences. Circle the words that the child mispronounced.

1. Today Pete's job was to bake a cake for Kurt.
2. Suzie repaired five television sets.
3. Push the garage door closed.
4. George is watching the magic show.
5. We will ride with Lucy to the yellow house.
6. Nancy found some hangers in my brown bag.

LANGUAGE

For grades 1-3: Engage the student in a conversation and note his use of language, articulation, fluency and voice. Things that you can ask to elicit speech are:

"Why did your family move to \_\_\_\_\_?"

"How is your other school like or different from this new school?"

"Tell me about your family, hobbies."

LIKENESSES AND DIFFERENCES

For grades 2-3:

For each pair, tell one way they are alike and one way they are different:

watch --- clock (L)

bus ----- train (D)

RETURN THIS SCREENING FORM TO: \_\_\_\_\_

## SPEECH, LANGUAGE, AND VOICE SCREENINGS

New students in grades K - 3

This screening instrument is designed to be implemented by the classroom teacher. Teachers may “pass” students who demonstrate no speech-language-voice problems on this checklist. Any student who does not “pass” shall be referred to the speech-language pathologist who shall conduct a second screening.

- ♦ Within 60 business days of initial enrollment in a Virginia public school, the teacher shall use this checklist to screen the speech, language, and voice of each student in her class using this checklist.
- ♦ Completed forms shall be forwarded promptly to the designated person in the school division. The speech-language pathologist shall be notified to conduct the rescreening for any student who does not “pass.” The rescreening shall be completed within the 60-business day timeframe.

<b>NEW STUDENT SPEECH, LANGUAGE AND VOICE SCREENING INSTRUMENT: K-3</b>				
Check observed behaviors. A student passes if “never” is checked for <b>all</b> behaviors.				
<div style="display: flex; justify-content: space-between;"> <span>Student Name: _____</span> <span>Screening Date: _____</span> <span>Grade: _____</span> </div> <div style="margin-top: 10px;">           Does the child have Limited English Proficiency?    <input type="checkbox"/> Yes    <input type="checkbox"/> No         </div> <div style="margin-top: 10px;">           Screened by: _____                      Teacher: _____         </div>				
In comparison with his/her peers:		NEVER	SOMETIMES	ALWAYS
1.	The child is difficult to understand.			
2.	The child has a hoarse or nasal voice that does not seem related to a cold or allergies.			
3.	The child has difficulty with phonological awareness activities (e.g. rhyming, sound blending, syllable segmentation).			
4.	The child has difficulty following directions or responding to questions.			
5.	The child has difficulty making wants and needs known.			
6.	The child has difficulty using complete sentences or correct grammar.			
7.	The child has limited vocabulary.			
8.	The child has difficulty expressing an idea or event (i.e., what he did over the weekend).			
9.	The child appears frustrated when speaking.			
10.	The child exhibits part-word or word repetitions, sound blockages, or excess facial or neck movement when speaking (stuttering).			
Other communication concerns:				
PASS	“Never” is checked for all items and there are no other communication concerns. The student “passes” the screening.			
NOT PASS	“Sometimes” or “Always” is checked for any item or other communication concerns are identified. The student does “not pass” the screening. The speech-language pathologist shall rescreen the child and make the final determination regarding “pass” or “fail.”			